

# University of Louisiana at Lafayette

## College of Education Faculty Curriculum Vitae Information

**Melissa Gallagher, Ph.D.**

<p>Title Department Office Number Extension Email Address</p>	<p>Assistant Professor Department of Curriculum and Instruction Maxim Doucet 420 337.482.5033 mgallagher@louisiana.edu</p>
<p>Education</p>	<ul style="list-style-type: none"> <li>○ Doctoral degree, Teaching and Teacher Education, George Mason University</li> <li>○ Master’s degree, International Education, George Washington University</li> <li>○ Bachelor’s degree, Economics and Elementary Education, College of William and Mary</li> <li>○ Professional Certifications:             <ul style="list-style-type: none"> <li>○ Elementary Education (PK-6), Commonwealth of Virginia</li> <li>○ Gifted Education, Commonwealth of Virginia</li> <li>○ National Board Certified Teacher, Middle Childhood Generalist, National Board for Professional Teaching Standards</li> </ul> </li> </ul>
<p>Teaching Philosophy</p>	<p>My philosophy to structuring student learning experiences is grounded in constructivism and the impact of the socio-cultural norms of the classroom. This philosophy, developed from my background as a mathematics educator and influenced by such researchers as Paul Cobb and Erna Yackel, guides my instructional decisions in any course I teach for students of any age. My goals in teaching teachers are to foster open-mindedness, critical reflectiveness, and a strong understanding of the content by creating opportunities for students to discover new ideas and by building relationships with and among my students.</p>
<p>Bio</p>	<p>Dr. Gallagher’s international background has influenced her perspective on teaching and learning. Having taught in 5 countries outside of the USA has afforded her opportunities to learn about cross-cultural similarities and differences in educational systems, teaching, and learning. She continues to look for opportunities to collaborate with teachers both in the USA and abroad.</p>
<p>Courses Taught</p>	<p>EDCI 350 PK-6 Mathematics Methods II, Fall 2016 EDCI 351 Practicum in Elementary Mathematics, Fall 2016</p>
<p>Research Interests</p>	<p>The focus of Dr. Gallagher’s research is on what makes teaching effective and how to prepare teachers to teach effectively. Her goals are to add to existing theories about what makes teaching effective and to facilitate teachers’ ability to put these into</p>

	<p>practice. Her research is focused around three broad, umbrella questions:</p> <ol style="list-style-type: none"> <li>1. What does a teacher need to know and be able to do to impact student learning?</li> <li>2. What factors impact student learning?</li> <li>3. How can we prepare teachers to be more effective from Day 1?</li> </ol>
Teaching Experience	<p><b>Math Resource Teacher</b> (August 2015-June 2015) <i>Westlawn Elementary School, Fairfax County Public Schools, VA</i></p> <p><b>Literacy Consultant and Instructional Coach</b> (July 2015, 2016) <i>William Botnan Experimental School, HELPS International, Guatemala</i></p> <p><b>Instructor</b> (May 2015 – May 2016) <i>George Mason University (GMU), Fairfax, VA</i></p> <p><b>Graduate Research Assistant</b> (January 2015-August 2015) <i>Project ExCEL, GMU, Fairfax, VA</i> As part of a large federal JAVITS grant, created measures, collected and analyzed data, and facilitated professional development for middle school teachers implementing problem-based learning units as a means of alternately identifying under-represented groups in gifted education.</p> <p><b>Graduate Research Assistant</b> (August 2014-January 2015) <i>College of Education and Human Development &amp; Associate Provost Graduate Education, GMU, Fairfax, VA</i> Collected and analyzed data on a variety of projects, including both qualitative and quantitative datasets.</p> <p><b>Graduate Research Assistant</b> (August 2012-August 2014) <i>United States History Engaged Reading (USHER), GMU, Fairfax, VA</i> Collected and analyzed data on a curriculum intervention for sixth and seventh grade US history classes, which incorporated reading comprehension strategies with engaging literacy practices for English learners and English monolingual students. Funded by Institute of Education Sciences, US Department of Education.</p> <p><b>3<sup>rd</sup> Grade Classroom Teacher</b> (July 2010-June 2012) <i>American International School Dhaka, Bangladesh</i></p> <p><b>RTI (Response to Intervention) Coordinator</b> (August 2009-June 2010) <i>Pine Spring Elementary School, Fairfax County Public Schools, VA</i> Created a model for implementing RTI. Facilitated biweekly meetings during which teachers brainstormed differentiation strategies and interventions to try with children identified as needing additional support. Monitored students' progress through</p>

	<p>common formative assessments. Coordinated resource teachers to provide intensive interventions for struggling learners.</p> <p><b>Program Manager and Instructional Coach, GWU-AISS Professional Development Project</b> (May-August 2009) <i>George Washington University, Washington, DC and Lahore, Pakistan</i></p> <p><b>Instructor, Hossana Teacher Training College</b> (September 2008-June 2009) <i>International Educators for Africa, IFESH, Ethiopia</i> Taught English and pedagogy classes to preservice teachers. Also aided the other instructors in using student-centered active learning methods in their classes and gave training to improve their spoken and written English. Promoted knowledge of HIV/AIDS transmission, prevention, and stigma; as well as helping promote gender equity by running a Girls' English Club.</p> <p><b>Consultant and Instructional Coach</b> (July 2008) <i>Maestras Sin Fronteras [Teachers without Borders], Save the Children, El Salvador</i></p> <p><b>3<sup>rd</sup> Grade Advanced Academics Teacher</b> (August 2007- June 2008) <i>Hunters Woods Elementary School for the Arts and Sciences, Fairfax County Public Schools, VA</i></p> <p><b>4<sup>th</sup> Grade Classroom Teacher</b> (August 2004-June 2007) <i>Saratoga Elementary School, Fairfax County Public Schools, VA</i></p>
Publications	<p><b>REFEREED JOURNAL ARTICLES</b></p> <p><b>Gallagher, M. A.</b>, Parsons, S. A., Parker, A. K., Groth, L., Brown, E. L., Baker, C., &amp; Suh, J. M. (under review). The importance of collaboration: Embedding courses in clinical practice. <i>The New Educator</i>.</p> <p>Pellegrino, A., Peters Burton, E., &amp; <b>Gallagher, M.</b> (under review). Considering the nature and history of science in secondary science textbooks.</p> <p><b>Gallagher, M. A.</b>, &amp; Anderson, B. (2016). Get “all jazzed up” for vocabulary instruction: Strategies that engage. <i>The Reading Teacher</i>. doi: 10.1002/trtr.1498</p> <p>Parsons, S., <b>Gallagher, M. A.</b>, &amp; the George Mason University Content Analysis Team. (in press). A content analysis of nine literacy journals, 2009-2014. <i>Journal of Literacy Research</i>.</p>

	<p>Taboada Barber, A., <b>Gallagher, M. A.</b>, Buehl, M. M., Smith, P., &amp; Beck, J. (2016). Examining student engagement and reading instructional activities: English learners' profiles. <i>Literacy Research and Instruction</i>. <a href="http://dx.doi.org/10.1080/19388071.2016.1167987">http://dx.doi.org/10.1080/19388071.2016.1167987</a></p> <p>Parsons, S. A., Parker, A. K., Daoud, N., Bruyning, A. K., <b>Gallagher, M.</b>, &amp; Groth, L. (2016). Striving to enact the professional development school philosophy: George Mason University's elementary education program. <i>The Teacher Educators' Journal</i>, 9, 136-155.</p> <p>Vaughn, M., Parsons, S. A., <b>Gallagher, M. A.</b>, Branen, J. (2016). Teachers' adaptive instruction supporting students' literacy learning. <i>The Reading Teacher</i>, 69, 539-547. doi: 10.1002/trtr.1426</p> <p>Peters-Burton, E., Pellegrino, A., &amp; <b>Gallagher, M.</b> (2015). Humanizing the disciplines: how history students can contribute to understanding the nature of science. <i>The Georgia Social Studies Journal</i>, 5(1), 54-67.</p> <p><b>BOOK CHAPTERS</b></p> <p>Pellegrino, A., Zenkov, K., &amp; <b>Gallagher, M. A.</b>, Long, L. (2016). <i>Picturing new notions of civic engagement in the US: Youth-facilitated, visually-based explorations of the perspectives of our least franchised and most diverse citizens.</i> In S. Greene, K. Burke, &amp; M. McKenna (Eds.), <i>Youth Voices, Public Spaces, and Civic Engagement</i>. Routledge.</p> <p>Taboada Barber, A. &amp; <b>Gallagher, M.</b> (2015). Supporting self regulated reading for English Language Learners in a middle school social studies class. In T.J. Cleary (Ed.), <i>Self-Regulated Learning Interventions with At-Risk Populations: Academic, Mental Health, and Contextual Considerations</i>. American Psychological Association.</p> <p><b>EVALUATION REPORTS</b></p> <p>Bland, L. C., Miller, A., Mattix-Foster, A., Sapp, E., Knipe, J., Ramirez, E., <b>Gallagher, M.</b>, Apollon, M., Konapasky, A., &amp; Menditto, A. (2014). <i>Chesapeake Bay Watershed Education Scale-Up Initiative: Evaluation Report</i>. National Geographic Society, Washington, DC.</p>
Presentations	<p><b>NATIONAL CONFERENCE PRESENTATIONS</b></p> <p><b>Gallagher, M. A.</b>, &amp; Parsons, S. A. (2016, December). <i>Teacher candidates' perceptions of a literacy methods course</i></p>

	<p><i>embedded in clinical practice</i>. Paper presented at the Annual Meeting of the Literacy Research Association. Nashville, TN.</p> <p>Parsons, S. A., <b>Gallagher, M. A.</b>, Ward Parsons, A., Bruyning, A., Daoud, N., &amp; Content Analysis Team. (2016, December). <i>A content analysis of fifteen literacy journals, 2009-2014</i>. Paper presented at the Annual Meeting of the Literacy Research Association. Nashville, TN.</p> <p>Parsons, S. A., Vaughn, M., Scales, R. Q., Davis, S. G., <b>Gallagher, M. A.</b>, Pierczynski, M., &amp; Ward Parsons, A. (2016, December). <i>Literacy teachers' instructional adaptations: A literature review</i>. Paper presented at the Annual Meeting of the Literacy Research Association. Nashville, TN.</p> <p>Anderson, B., &amp; <b>Gallagher, M. A.</b> (2016, December). <i>Fostering engaging vocabulary instruction through responsive professional development</i>. Paper presented at the Annual Meeting of the Literacy Research Association. Nashville, TN.</p> <p><b>Gallagher, M. A.</b>, Parsons, S. A. (2016, July). <i>Theory into practice: Preservice teachers' perceptions of a practice-based literacy methods course</i>. Paper presented at the Annual Meeting of the International Literacy Association-Organization of Teacher Educators in Literacy, Boston, MA.</p> <p><b>Gallagher, M. A.</b> (2016, April). <i>Patterns in teachers' mathematics practices</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.</p> <p><b>Gallagher, M. A.</b>, Parsons, S. A., &amp; Suh, J. M. (2016, April). <i>"We saw it!": Bridging theory and practice at professional development schools through structured observations</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.</p> <p>King, L., <b>Gallagher, M. A.</b>, Suh, J. M. (2016, April). <i>The richness of mathematics according to preservice teachers in a professional development school model</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.</p> <p>Vaughn, M., Parsons, S. A., <b>Gallagher, M. A.</b>, Scales, R. Q., Davis, S. G., Pierczynski, M., Ward Parsons, A., &amp; Allen, M. H. (2016,</p>
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	<p>April). <i>A review of the literature on teachers' instructional adaptations</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC.</p> <p><b>Gallagher, M. A.</b>, Parsons, S. A., Parker, A. K., Groth, L., Brown, E. L., Baker, C. K., &amp; Suh, J. M. (2016, March). <i>The importance of collaboration: Creating courses embedded in the clinical practice paradigm</i>. Paper presented at the Annual Meeting of the National Association of Professional Development Schools, Washington, DC.</p> <p>Parker, A. K., Parsons, S. Groth, L., Sell, C., Brown, E. L., Baker, C. K., &amp; <b>Gallagher, M.</b> (2016, February). <i>School-based teacher preparation: Collaborating with PK-6 partners to re-conceptualize methods courses and field experiences</i>. Paper presented at the Annual Meeting of the Association of Teacher Educators, Chicago, IL.</p> <p><b>Gallagher, M. A.</b>, King, L., Suh, J., Hargrove, D., &amp; Weiss, A. (2016, January). <i>Preservice teachers' perceptions of a hybrid fieldwork experience</i>. Paper presented at the Annual Meeting of the Association of Mathematics Teacher Educators, Irvine, CA.</p> <p>Parsons, S. A., <b>Gallagher, M.</b>, Ramirez, E. M., Doheney, K. S., Groundwater, S. V., Ainger, J., King, L., Smith, P. (2015, December). <i>A content analysis of 10 journals, 2009-2013</i>. Paper presented at the Annual Meeting of the Literacy Research Association. Carlsbad, CA.</p> <p>Parsons, S. A., Vaughn, M., Scales, R. Q., Davis, S. G., Pierczynski, M., <b>Gallagher, M.</b>, &amp; Parsons, A. W. (2015, December). <i>A literature review of adaptive teaching during literacy instruction</i>. Paper presented at the Annual Meeting of the Literacy Research Association. Carlsbad, CA.</p> <p>Parsons, S. A., Vaughn, M., Scales, R. Q., Davis, S., Pierczynski, M., <b>Gallagher, M.</b>, &amp; Parsons, A. W. (2015, November). <i>Methods used to study teacher adaptations in literacy instruction: A literature review</i>. Paper presented at the Annual Meeting of the Association of Literacy Educators and Researchers. Costa Mesa, CA.</p> <p>Anderson, B. &amp; <b>Gallagher, M. A.</b> (2015, July). <i>Strategies in action: Engaging instructional practices to expand students' vocabularies</i>. Poster presented at the Annual Meeting of the International Literacy Association, St. Louis, MO.</p>
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	<p>Parsons, S., Dohoney, K. S., King, L. A., Groundwater, S. V., <b>Gallagher, M. A.</b>, Ramirez, E. M., Ainger, J., &amp; Smith, P. (2015, April). <i>A content analysis of seven influential literacy research journals, 2009-2013</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.</p> <p>Pellegrino, A., Peters-Burton, E., &amp; <b>Gallagher, M. A.</b> (2015, April). <i>Considering the nature and history of science in secondary science textbook resources</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.</p> <p>Weiss, A. H., Suh, J. M., King, L., <b>Gallagher, M.</b>, &amp; Hargrove, D. L. (2015, April). <i>Assessing the use of a validated framework for observing and reflecting on mathematical teaching and learning in a Professional Development School</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.</p> <p>Parsons, S., &amp; <b>Gallagher, M. A.</b> (2015, March). <i>Pre-service teachers' perceptions of a methods course</i>. Paper presented at the meeting of Professional Development Schools National Conference, Atlanta, GA.</p> <p>Taboada Barber, A., <b>Gallagher, M.</b>, Buehl, M. M., Smith, P., &amp; Beck, J. (2014, December). <i>Examining student engagement and reading instructional activities: English learners' reading profiles</i>. Paper presented at the Annual Meeting of the Literacy Research Association, Marco Island, FL.</p> <p>Taboada Barber, A., Buehl, M. M., <b>Gallagher, M.</b>, Beck, J., Ramirez, E. M., Nuland, L., Smith, P., &amp; Mehta, S. (2014, December). <i>Content area literacy versus disciplinary literacy: Competing or complementary frameworks?</i> Symposium presented at the Annual Meeting of the Literacy Research Association, Marco Island, FL.</p> <p>Taboada Barber, A., <b>Gallagher, M. A.</b>, &amp; Nuland, L. R. (2014, May). <i>Integrating American history with literacy practices for English learners in inclusive settings</i>. Poster presented at the Annual Meeting of the International Reading Association, New Orleans, LA.</p> <p><b>Gallagher, M. A.</b>, Taboada Barber, A., Beck, J. S., &amp; Buehl, M. M. (2014, April). <i>English language learners' academic</i></p>
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	<p><i>vocabulary knowledge</i>. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.</p> <p>Taboada Barber, A., Buehl, M. M., <b>Gallagher, M. A.</b>, Nuland, L. R., &amp; Mehta, S. (2014, April). <i>Predictors of reading comprehension in middle school: Cognitive and motivational factors</i>. Paper presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA.</p> <p>Taboada Barber, A., Buehl, M. M., <b>Gallagher, M. A.</b> (2013, December). Motivational and language predictors of growth in history reading comprehension for English learners and English monolingual students. In D. Townsend (chair), <i>Academic vocabulary in the content areas</i>. Symposium presented at the Annual Meeting of the Literacy Research Association, Dallas, TX.</p> <p>Taboada Barber, A., Buehl, M. M., <b>Gallagher, M. A.</b>, Beck, J. S., Ramirez, E., &amp; Richey, L. N. (2013, September). <i>Fostering reading comprehension in middle-school social studies: A formative experiment of teachers' practices and adaptations for content-literacy instruction</i>. Poster presented at the meeting of Society for Research on Educational Effectiveness, Washington, DC.</p> <p><b>Professional Development Presentations/Workshops</b></p> <p>Wolling, K., &amp; <b>Gallagher, M. A.</b> (September-December 2015). <i>Math Workshop in the Elementary Classroom</i>. Westlawn Elementary School, Fairfax County Public Schools, VA.</p> <p><b>Gallagher, M.</b>, &amp; Manasfi, L. (August 2011). <i>Understanding Lucy Calkins' Writing Workshop for Upper Elementary</i>. American International School, Dhaka, Bangladesh.</p> <p>Cipielewski, K., Boyd, K., Luby, J., Bravo, A., <b>Gallagher, M.</b>, Elliott, A., &amp; Switzer, R. (February 2011). <i>Action in the PYP (Primary Years Programme)</i>. American International School, Dhaka, Bangladesh.</p> <p><b>Educational Presentations to Parent Groups</b></p> <p><b>Gallagher, M.</b> (May- June 2013). <i>Lectura y la Familia (Family Literacy)</i>. Greenbrier Learning Center, Arlington, VA.</p> <p>Findlay, J., &amp; <b>Gallagher, M.</b> (May 2009). <i>Creating a parent learning community: Home environments that support learning</i>. American International School System, Lahore, Pakistan.</p>
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	<p>Findlay, J., &amp; <b>Gallagher, M.</b> (May 2009). <i>Literacy and learning at home and at school: The reading family</i>. American International School System, Lahore, Pakistan.</p> <p><b>Gallagher, M.,</b> &amp; Fee, J. (March 2008). <i>Writers' Workshop 101 for parents</i>. Hunters Woods Elementary School for the Arts and Sciences, Fairfax, VA.</p>
Grants	None
Conferences Attended	<ul style="list-style-type: none"> <li>○ American Educational Research Association (AERA) - 2014, 2015, 2016</li> <li>○ Association of Mathematics Teacher Educators (AMTE) - 2016</li> <li>○ Literacy Research Association (LRA) – 2013, 2014, 2015</li> <li>○ International Literacy Association (ILA) – 2014, 2015</li> </ul>
Professional Memberships	<ul style="list-style-type: none"> <li>○ National Board for Professional Teaching Standards (NBPTS)</li> <li>○ American Educational Research Association (AERA), Division K Teaching and Teacher Education, SIGs: Research in Mathematics Education, Research in Reading and Literacy</li> <li>○ National Council of Teachers of Mathematics (NCTM)</li> <li>○ National Association for Professional Development Schools (NAPDS)</li> <li>○ Association of Mathematics Teacher Educators (AMTE)</li> <li>○ Literacy Research Association (LRA)</li> <li>○ International Literacy Association (ILA)</li> <li>○ Psychology of Mathematics Education-North America (PME-NA)</li> </ul>
Awards	<ul style="list-style-type: none"> <li>○ George Mason University College of Education and Human Development Dean's Scholar 2012-2015</li> <li>○ George Mason University College of Education and Human Development Fellowship 2012 - 2015</li> </ul>
Additional Skills	SPSS, MS Office Suite
Dissertation	<p>Dissertation Title: <i>Mathematics Teacher Effectiveness: Profiles of Practice and Teacher Knowledge Predicting Student Growth</i></p> <p>Dissertation Advisor: Gary Galluzzo, Professor of Teaching and Teacher Education</p> <p>Summary: This thesis explores profiles of 252 fourth and fifth grade teachers' mathematics instructional practices and the influence of those practices and the teachers' mathematical knowledge for teaching on student mathematics growth, above and beyond student, teacher, and classroom background variables. The use of a person-centered analysis to examine profiles in teachers' practices on a large scale is a recent practice in teacher effectiveness research and has many implications for practice, including the possibility of creating professional development opportunities tailored to the strengths and weaknesses of teachers. The results indicated that there were four meaningful and distinct profiles of teachers' practices: <i>weak practices, lots of</i></p>

	<p><i>errors, developing practices, and strong practices. Furthermore, teachers' mathematical knowledge for teaching was not a significant predictor of student growth in math after controlling for teachers' profiles of practice. In the final model, there were statistically significant differences in growth between students in classes of teachers with developing and weak practices.</i></p>
Other Professional Experience	<p><b>Extern</b> (January 2004) <i>U.S. Department of Education, Washington, D.C.</i></p>
Service	<p><b>Volunteer Teacher</b> (May – August 2004) <i>Nyumbani Children's Home, Karen, Kenya</i></p> <p><b>Volunteer Teacher</b> (June – July 2004) <i>Karen C. Primary School, Karen, Kenya</i></p>